I. **OVERVIEW**
   The following information will appear in the 2009 - 2010 catalog

   **SPCOM 103 Interpersonal Communication**
   3 Units
   Principles of interpersonal communication including perceptual, verbal and nonverbal elements. The study of theory, research findings, concepts and skills in interpersonal relationships as applied to various interactions, such as the male/female relationship, the family, and the workplace.

   Field trips are not required.  (A-F or P/NP - Student choice) Lecture
   **Transfer:**  (CSU, UC) **General Education:**  (MJC-GE: D2 ) (CSU-GE: D7 ) (IGETC: 4G )

II. **LEARNING CONTEXT**
   Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

   1. **Required Content:**

   a. Bases of interpersonal communication

   i. Interpersonal communication theory

   a. Definition of interpersonal communication

   b. Models

   ii. Perception

   a. Self-concept

   b. Perception of others

   iii. Verbal and nonverbal communication

   a. Definitions and distinctions

   b. Relationship between

   b. Concepts and skills of interpersonal communication

   i. Listening and response skills

   ii. Self-disclosure

   iii. Power, influence, and assertiveness

   iv. Communication apprehension in varying contexts
v. Attraction
vi. Managing conflict and resolution
vii. Defensive and supportive communication
viii. Ethical interpersonal communication
c. Contexts of interpersonal communication
   i. Male/female relationships
   ii. Family
   iii. Intercultural
   iv. Small group
   v. Interview

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Interpersonal concepts and materials will be presented through lecture, discussion, reading, and writing
2. Facilitate class activities and presentations on interpersonal concepts which will be completed and analyzed to augment classroom lectures.
3. Films and videotapes will be shown which supplement the lectures and readings

D. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
a. Weekly position papers which require students to analyze or defend particular communication theories or concepts.
   
b. Final research project where students investigate a communication concept, conduct a study, and report the findings in both written and oral presentations.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*
   
a. Theories and research have been influenced by the paradigms from which they are based. Each of these paradigms carries different assumptions that emphasize, and place more importance on, certain elements of human communication. To successfully complete this assignment, review some literature about each paradigm and then write your position about which paradigm...
makes the most sense to you. There are four basic paradigms that I wish for you to consider: (a) systems; (b) symbolic interactionism; (c) rules; and (d) covering laws.

b. Prepare one typewritten, double-spaced position paper that critiques ALL of these paradigms about their strengths and weaknesses. Then, decide which paradigm you prefer choosing only one and defend that paradigm. The finished product should be 8-12 pages and free of spelling, punctuation, syntax, and typographical errors.

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

identify and apply principles of interpersonal communication theory and utilize appropriate verbal and nonverbal messages to build and promote functional interpersonal relationships.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals

Upon satisfactory completion of this course, the student will be able to:

a. Compare and contrast the competing communication paradigms.

b. Describe the effects of communication on interpersonal relationships and social and cultural realities.

c. Explain ways that communication creates, develops and changes personal identities; explain the effect of communication on personal identities.

d. Demonstrate ethical interpersonal communication founded on communication theory and research.

e. Compare and contrast the components of verbal and nonverbal communication.

f. Assess how the factors of self-disclosure, power, and attraction relate to the development of interpersonal relationships.

g. Diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods.

h. Analyze the components of relational initiation, maintenance, and termination.

i. Identify appropriate listening and response skills.

j. Participate in and report on a variety of exercises highlighting individual introspection and dyadic encounters.

IV. METHODS OF ASSESSMENT (TYPICAL)
A. **FORMATIVE ASSESSMENT**
   1. Oral and written presentations dealing with interpersonal theories
   2. Written unit examinations which may include essays
   3. Interpersonal exercises and simulations
   4. Group discussions on interpersonal subject matter
   5. Written assignments

B. **SUMMATIVE ASSESSMENT**
   1. Final examination
   2. Written assignments